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## Civics, Law, and Leadership 3250

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From Steele, Rachel <steele.682@osu.edu>

Date Wed 9/10/2025 12:50 PM

To Fortier, Jeremy <fortier.28@osu.edu>

Cc Tuxbury-Gleissner, Philip <tuxbury-gleissner.1@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Neff, Jennifer <neff.363@osu.edu>; Steele, Rachel <steele.682@osu.edu>

Good afternoon,

On Thursday, August 28th, the Themes I Subcommittee of the ASC Curriculum Committee reviewed a proposal for Civics, Law, and Leadership 3250 to be included in the GEN Theme: Health and Wellbeing.

The Subcommittee did not vote on the proposal as they would like the following points addressed:

- a) The Subcommittee requests that the department provide a cover letter outlining the changes made to the course in response to the feedback below.
- b) The Subcommittee does not believe that the course, in its current form, meets the GEN Health and Wellbeing Goals 1 and 2, and their attendant ELOs. The Subcommittee offers the following comments to aid the Center in altering/augmenting the course:
  - i) ELO 1.1 – The Subcommittee asks that the Center amend the course’s assignments to ensure that students are engaging in “critical and logical thinking about the topic or idea of the theme” at an advanced level. They note that the Center cites the course’s essays and exams as tools for meeting this ELO, but it is unclear what secondary scholarship or sources students will use to support the crafting of a logical, critical argument on the given topics or how they will be directed and supported to identify appropriate sources if locating and evaluating sources is part of the assignment. Furthermore, the Subcommittee notes that in most advanced courses, students may be assigned a topic for an essay but are expected to come up with their own thesis statement, argument, and supporting evidence drawn from a variety of primary and secondary sources rather than being supplied with a prompt that steers them toward writing about personal opinions and experiences.
  - ii) ELO 1.2 – The Subcommittee asks that the Center augment the course’s materials to include more “in-depth and scholarly exploration of the theme” (per the Goals and ELOs for all Theme courses). Specifically, they are concerned that students are relying on solely on material provided by the instructor and their own/peers’ impressions for interpretation of the primary texts and the topic of health and wellbeing, rather than engaging with scholarly writings that present a variety of viewpoints on the primary texts and their relationship to contemporary debates and discourses surrounding health and wellbeing. Such scholarly sources should make up a significant percentage of the course materials, so as to provide clear examples for students regarding the type of writing and advanced academic arguments that should be produced at this level and give ample opportunity for students to engage with review and critique of advanced rhetoric.
  - iii) ELO 2.1 – While the Subcommittee notes and appreciates the integration of students’ own experiences into the course material, they would like to see the inclusion of more opportunities for students to “identify, describe, and synthesize” different approaches to the interpretation of the primary texts and their relationship to health and wellbeing, especially approaches that incorporate recent scholarship and cutting edge research within the field.
  - iv) ELO 2.2 – The Subcommittee asks that the Center incorporate into the course opportunities for students to demonstrate their “developing sense of self as a learner” in an assessable manner. While the subcommittee notes and appreciates the attempt to build on students’ prior experiences about the topic of the course, this ELO is focused on students’ awareness of their own learning and reflection on/analysis of the ways that their thinking has changed over the duration of the course. While the Subcommittee acknowledges that there are many methods for assessing this ELO, they

- offer the friendly suggestion that asking students to complete a graded reflection on course topics at the beginning, mid-point, and end of the semester can be a simple and effective way to meet this ELO.
- c) Given that the course engages with several commonly assigned texts, the Subcommittee recommends that the Center include in the syllabus a policy about the use of generative AI.
  - d) The Subcommittee asks that the Center provide additional information in the syllabus (p. 5) about how the midterm and final exams will provide students with the opportunity to demonstrate their mastery of the GEN ELOs and engage with topics surrounding health and wellbeing.
  - e) The Subcommittee encourages the Center to consider a scaffolded approach to some or all of the courses writing assignments to provide students with support as they develop their advanced writing skills.
  - f) Should the Center have questions about the feedback above, the Subcommittee Chair, Philip Tuxbury-Gleissner, is willing to meet with the unit's representatives and provide additional context. The Subcommittee also recommends examining some of the [exemplar proposals for the Health and Wellbeing Theme](#), as well as the [new rubrics related to each Theme](#). Both of these resources (and others) are available on the [ASCCAS website](#).

I will return CLL 3250 to the Center's queue via curriculum.osu.edu in order to address the Subcommittee's requests.

Should you have any questions about the feedback of the Subcommittee, please feel free to contact Philip Tuxbury-Gleissner (faculty Chair of the Themes I Subcommittee; cc'd on this e-mail), or me.

Best,  
Rachel



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(Pronouns: she/her/hers / Honorific: Ms.)

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